UNITED NATIONS
ECONOMIC AND SOCIAL COUNCIL

Distr.
LIMITED
E/ECA/PAMM/HRP/85/ 12
December 1985
Original: ENGLISH

ECONOMIC COMMISSION FOR AFRICA

LC/NAIROBI

TECHNICAL PUBLICATION: "CASE AND REFERENCE MATERIALS FOR CAREER GUIDANCE TEACHING"

TABLE OF CONTENTS

		Page
	Foreward	(i)
I.	Introduction	1
II.	The counsellor in the case method	3
III.	Approaches to case method in guidance and counselling	5
IV.	The procedure in implementing the case method	6
V.	Case I - Kato's Problem	8
VI.	Case II - Mark's Problem	9
VII.	Case III - Tim's Problem	11
VIII.	Case IV The Case of Mary Akinyi	13
IX.	Case V The case of Mwajuma	16
X.	Case VI The Case of Salanya	18
XI.	Case VII Mary Kamanga's Problem	20
XII.	Case VIII Employees Grievances	23
XIII.	Case IX Muderanji wants to become a Moslem	25
XIV.	Case Study X - Mrs. R.W.	27
XV.	Case XI - The Case of Awema "I better Die"	29
XVI.	Case XII A case History: The Case of Dennis.	31
XVII.	Conclusion	34
	Bibliography	

Foreward

This paper on "Case and Reference Materials for career Guidance Teaching" is an attempt to present cases, or case studies to teachers, counsellors and other personnel involved in guidance and counselling services for their use in group counselling therapy, group discussion, role play and as reference materials for problem analysis exercises.

A few of the case studies, are cases that were prepared and presented by participants during national workshops on guidance and counselling organized and conducted by the United Nations Economic Commission for Africa in Liberia, Malawa, Kenya and Tanzania. The cases are hypothetical cases and bear no semblance to true incidences. The cases selected and presented in this paper represent various problems ranging from problems faced by students in schools, to problems at work, social and family problems. From a guidance and counselling perspective, they represent a justification and urgent need for the development of viable guidance and counselling services in school, employment services, social and community services as well as the need to train counsellors to deal with numerous cases such as those presented in this paper.

I. Introduction

Case study has evolved as (yet another alternative) teaching device that if used effectively, obliges the student to apply theory to practice. The use of case study or case method as a teaching device originated and was developed by among the following schools:

(i) Havard University - The Havard approach is the oldest and most respected form of case method. This case method was first developed in 1880's at the Havard Law School. This non-directive way of helping students (according to Robert L. Graig and Lester R. Bittel) to think for themselves, slowly won acceptance in law, medicine, business administration and social work. A major objective of the Havard approach is that students should learn for themselves by independent thinking discerning in "the ever-tangled skein of human affairs" (Paul Pigors, and Faith Pigors) principles and ideas which have lasting validity and general applicability. According to the Havard case approach the teacher functions as a catalyst. He signs cases for study and provides a permissive environment for group discussion. His objective is to guide the learning - teaching process. This accordingly, helps students to discover for themselves the facts and ideas displayed in case reports which are most meaningful for them.

(ii) The Wharton School approach - This involves "Live" cases. A "Live" case (Graig and Bittel) is a report of events that have just happened or events that are still going on. At the Wharton School, such reports are presented by an executive from the organization where the case situation developed and where the problem was (or is being) tackled.

Major objectives of the live case approach include giving students/clients up-to-date factual information to start from, providing an interim exercise in problem solving (both in working groups and by writing individual reports), and offering opportunities to compare and appraise a variety of solutions for each problem being analyzed (hypothetical solutions worked out in the study group and management solutions that have actually been applied). (Paut Pigors).

Some of the advantages of using this approach is that it saves the discussion leader and the instructor alike from the pit falls encountered when taking illegitimate shortcuts. Other advantages include a short homework requirement to start with, a leader with first hand knowledge of the facts to talk with (in developing an oral presentation) and live problems to work with in analyzing each case. Therefore, the prodecure for using this approach would require that students or clients are given the statement of a case problem before the discussion day. In this case, students are expected to study the case in advance and prepare themselves for the classroom discussion with the executive. During the next classroom discussion, the executive directs the discussion by first reviewing the problem and by answering students questions.

Students are then given the opportunity to study the case, each prepare a report and then the reports are discussed in small groups with a student leading the discussion. The best reports are then collected by the instructor for the executing review. Finally, another session is held with the students and executive. The executive gives his own comments on the reports and gives his own solutions but at the end a general discussion of solutions is held and conclusions are reached.

The above mentioned two (examples) approaches of using cases as written materials, reports and or "live" cases are being widely used particularly in management education and training programmes both for undergraduate students and practising executives with managerial experiences. Following the pioneering example of the Havard University Graduate School of Business Administration for instance, a number of management educators have demonstrated their faith in the case method successfully teaching management and administration courses by this approach alone.

The case method whether one follows the Havard School or the Wharton School approach or any other is based on the belief that participants in management education for example can efficiently improve their understanding of the management process and enhance their competence by studying, contemplating and discussing actual situations. The rigorous (according to John I. Reynolds) analysis required, especially in the longer and complex cases, is said to develop the skills of logical thinking, of searching for relevant information, of analysing and evaluating facts and of drawing conclusions needed for managerial decisions. The experience it gives in arguing a viewpoint before ones' peers also develops the ability to communicate clearly, to consider the views of others and being able to appreciate the force of other peoples' feelings and willings to adjust and to arrive at solutions that would gain collective support.

Following the above examples of the case method, that is the Havard case approach and the Wharton School case approach, this paper has been written in an attempt to present the use of case method or technique to counsellors and individual teachers involved in the provision of guidance and counselling services, trainers and trainees in guidance and counselling programme, occupational guidance officers, social and community workers. The possible use of materials presented in this paper is by teacher guidance counsellers during group counselling sessions and free discussion groups; group counselling and discussion sessions by social and community workers; group discussion by employment officers with employees; school nurses and doctors; also for self-development as a counsellor as well as anybody who falls in the categories mentioned above may find this useful if he is looking for practical guidance and references related to the case method.

The second possible use is in connexion with workshops and seminars aimed at enhancing learning and teaching skills; in teacher training colleges with a view to imparting guidance and counselling skills and techniques by the use of case studies and case histories in guidance and counselling programmes. While the beneficaries to this paper will include counsellees as employees in the working situation; counsellees in a social situation by social workers, psychiatrists and many others. In general, the cases presented in this paper will interest teachers, employment officers, parents, administrators and other individuals, professionals responsible for the provision and development of guidance and counselling services.

II. The counsellor in the case method

Counsellors, social workers, occupational guidance officers, nurses, teachers, administrators and so forth are very often confronted with human cases which require analysis, practical judgement, decision making, problem solving and treatment. Because of the nature of their work, an understanding of the use of case incidences and case histories in a counselling session is necessary. A guidance counsellor may use case study materials or information during group counselling or discussion sessions. He may also use a case history data as reference materials when a client is referred to a specialist for further treatment and so forth. A distinction between a case history and a case method is explained below.

Case histories are data collected (through observation, studies and or psychological tests administered to an individual) and contain information about an individual. The data may include: the statement of the problem; personal and home/family information; educational history; work history and experience; psychological tests; counsellors summary and report; teachers' observation and reports; employers report; health records; school principal's report and others. Case histories are for example used by doctors, counsellors, teachers, school principals, director, employers etc. to determine treatment, further analysis, research, assessment and placement of individuals in schools, employment, selection of individuals for training programmes etc.

Confidentiality in case histories is very necessary and important. A counsellor should not disclose to anyone recorded facts about his counsellee except for referral purposes and with the agreement of the counsellee.

In the light of the above, the use of case histories especially where psychological data and other information of disturbance and emotional in nature are concerned, may be restricted to specialists and to those in certain positions who may require the information for the purpose of placement, selection, decision making and so forth. The counsellor and or the guidance teacher using case histories will have to safeguard certain information of individual incidences including the identify of the individual and ensure that information used for purpose of analysis is not abused or misused by those using the data for analysis and problem solving purposes.

A case study or incidence on the other hand is a description of a situation presenting a problem for decision making and or for solutions. A case then is an attempt to present typical problems to the students/counsellees and others for further specification, analysis, discussion and decision making. It is also a tool both for the development of conceptual thinking and as a means of assessing whether or not students/counsellees are thinking conceptually. Cases come in a variety of forms and can be used in a number of different ways.

For example, a guidance teacher or counsellor may use case incidences during group counselling sessions or in a group discussion session. The guidance teacher must be skilled in enabling the group to become a task-oriented, problem-solving group with opportunities for each individual member of the group to grow in positive attitudes, values, towards others and an understanding of themselves as they interact in the group. This provides the students/

counsellees (i.e. thr group involved in a case discussion) the opportunity to test students' ability to interpret data and to integrate available data projection of student's own problems into the case discussion and the motivations of individual students as they participate in the group discussion. Case study method within student group discussions can also aid students to understand a content of measurement and individual differences.

Role playing is another way by which a counsellor may use in a case study problem-solving approach. Students enjoy being offered opportunities to defend their opinions in live, nearly real situations. Role playing programmes with psychological test data can provide such meaningful opportunities.

Case histories and case studies may be used for staff case meeting or conferences. Case conferences may involve the counsellors, guidance personnel, teachers, school nurse or doctor, matron and other staff. The staff case conference (as a group) may be used to: (i) provide for individual problem-solving in student cases; (ii) promote in-service growth on the part of guidance, teaching and other professional as well as non-professional personnel and (iii) promote functional understanding of all which can be made by all persons within a school system. The leader of the case conference, whether he be the guidance director, counsellor or faculty advisor must be skilled in enabling the group to become task-oriented, problem-solving group with opportunities for each member to grow in positive attitudes and values towards students. Staff case conferences can also help the participants to understand and aid students/counsellees, and to appreciate other persons' approaches to problem-solving. Case conferences can raise the level of co-operation among staff and faculty and can promote human relations values.

The understanding of the educational transactions that actually take place when case study is used and with how students, teacher counsellors' perceptions may change over time, seem a more important and apropriate way to think of case study as a method in guidance services. Accordingly, since guidance and counselling is a helping process for: assisting students/counsellees, providing them with necessary information and alternatives for decision making, self-awarness and coping with work, academic demands etc, the use of cases as counselling techniques would be useful for counsellees' development in decision making for subject/career and vocational choice, self understanding and coping.

Case study materials/reports etc. could be used in small groups of a guidance and counselling session. This case method when properly handled has several distinct advantages over other guidance and counselling techniques: (i) it encourages the students/clients to participate in the situation through the interest it generates, (ii) it may change particular attitudes, revealing hidden personal assumptions, values and prejudices that are important as well as making judgements and creative thinking, (iii) it leads to logical thought-out solutions to many sided problems, and (iv) it brings into practice much of the subject matter experienced in classroom work, in teacher-students relationship, in employment and social situation etc.

III. Approaches to Case Method in Guidance and Counselling

In a group counselling session within the classroom, employment and social situation, or in a group therapy or occupational therapy as is done in mental institutions for example; case study could be approached in many ways. Below is a range of possible settings in which case study or the use of cases could be approached.

(a) Brain-storming: For brain storming approach for example, a one paragraph statement on some real social, employment or academic problems could be used to promote divergent thought amongst students/counsellees. This may involve an intensive discussion in which spontaneous suggestions as solutions to a problem are received uncritically.

Possible objectives - Possible objectives to (a) above may include new ideas, creative thinking, problem solving and decision taking.

(b) Case discussion: In a case discussion approach, the discussion is focussed on the problem(s). The whole group working as a single unit, everyone paying attention on the same item and all members working together at the same level of abstraction. Discussion can best contribute to learning when group members are talking, listening and interpreting in ways that characterize team work. The atmosphere of discussion should be free, informal and experimental. Participants are free to speak ones' mind when necessary even disagreeing without regard to the status of the speaker with whom one disagrees. This discussion approach could be non-directive as in the case of the Havard Method or more directive as in the case of the Wharton School Method.

Possible objectives to (b) above involve understanding complex inter-relationships; application of principles and decision taking.

(c) Free group discussion: This is a learning situation in which the topic and direction are controlled by the clients/counsellees group while the counsellor observes. An example to this approach is "the client - centred approach" as in the case of the Rogerian Approach and the non-directive approach of the Havard Method. In this approach, the counsellor using the case method plays the role of an impartial judge, leaving the freedom to his clients to inter-act, exchange ideas, make judgements etc. While the counsellor may from time to time during clients' interchange artfully make a remark or ask probing questions that may force clients to expand their arguments and thinking.

Possible objectives to (c) above include change in attitudes, feelings, human awareness, encouragement in participation, leadership identification and training etc.

(d) Problem centred groups. In this approach the group (of participants/ clients) which may be 4-10 in number has a specific task or a common problem to discuss. For example a group of employees in a certain industrial plant may discuss as a common problem "demands for wage increases or safety programmes in the industrial plant". The degree of progress in the group towards its stated task-centred or problem centred goal can help to determine whether success or failure is in store for the persons associated in the common task or common problem.

Possible objectives to (d) above include evaluation, decision making, analytical thinking and application of principles.

(e) Role play or simulation and games. In this approach, a real situation or a problem is duplicated in its essential features in the form of a game or role play. In extreme instances, the counsellor may set up role - playing exercises (as a test of skill in case analysis) in which one group makes a formal presentation from the front of the classroom or any rooms used for counselling sessions, and the other group takes the role of a critical audience, putting forward questions or counter arguments.

Possible objectives in (e) above may include empathy, self-awareness, attitude change, vocational skill etc.

The above list of approaches (a, b, c, d and e) provides a range of possible settings in which case study could be used in group therapy, occupational therapy and any other group counselling sessions. These approaches whether set in a form of role playing, free discussion group,brain storming and so forth are geared toward skill development as an important objective of training; make it possible for participants/ counsellees to practice skills without anyone getting hurt in the process; make provision for a free exchange of views through discussion, and reflect a high interest factor through personal involvement. It should also be recognized and realized that each counsellee is "participating" in the situation even while remaining silent. Each one should be listening actively to every other counsellees' contribution to the discussion, constantly comparing - what is being said with his own ideas and analysis.

The skills in analysis, decision making, oral presentation of your own position and synthesis of a plan through compromise are all skills that are much in demand in the real world and could be acquired through the case method.

IV. The procedure in implementing the case method

Whatever approach the counsellor may wish to use in handling cases in a group counselling session, certain procedure and or steps may be followed in order to make an analysis of the case situation, possible solutions and alternative courses of action. The following procedure and or steps may be followed:

Step I. The incident or case itself . Each counsellee or member of the group studies the written incident in order to understand and get the full impact of the incident being dealt with. He may ask himself what seems to be going on? What are the facts and how are they related in the particular incident? What are the causes and effects? etc. Copies of the case (under study) should be passed out to counsellees in advance may be few days or one week to provide counsellees the opportunity to read and study the case carefully. On discussion day, the counsellor should introduce the problem to the counsellee group.

Step II. Problem specification. Having read the incident carefully, factual information get organized and group members address questions such as "what are the problems or issues we are dealing with? Does the case provide adequate data or information for dealing with these issues? Group leaders if any should also be prepared to introduce the case and allow the group to address questions, comments etc.

Step III. Diagnosis and analysis. Problems are then separated into areas having a bearing on them. These are analyzed in detail by identifying difficulties; trying to understand how they developed in an incident and what was accountable;the behaviour of human beings involved in the incident etc.

Step IV. Decisions, suggestions and recommendations. Having analyzed the problems in detail, and recommendations are made which should suggest solutions to the problems suggested or identified in Step II above.

Step V. List possible alternative courses of action. Some cases may contain a good deal of information about alternatives but in other instances, the case may be silent about potential alternatives and their outcomes. This may be particularly true of cases dealing with human relations. What ever the case may be, possible alternative courses of action or follow-up actions may be listed for counsellees follow-up actions to the incident just studied.

The above steps are among the various steps which a counsellor, teacher and or social worker may follow in using cases or incidences during group counselling sessions and or other group discussion sessions. By following these steps or any other similar steps the counsellees/clients develop the skills of logical thinking, of searching for relevant information of analysing and evaluating facts and of drawing conclusions needed for decision making and problem solving. The experience it gives in arguing a view point before ones' peers also develops the ability to communicate clearly, to consider the views of others and to arrive at solutions that would gain collective support.

The following pages present cases incidences and or case histories that illustrate or present problems of the most common type experienced by teachers, parents, students, youth, social workers, counsellors, employees and so forth. They are case histories and incidences which focus on various problems for discussion, analysis, evaluation, decision making and for follow-up actions.

The first four cases or incidences involve incidences that are relevant to the classroom, school, subject choice, vocational choice etc.situation. They reflect the teacher-pupil(s), teacher-parent(s), parent(s)-child relationships and their expectations about school, work, perceptions of the pupil(s) towards teacher(s), parents etc. The incidences also illustrate the importance of providing guidance and counselling service in schools as a way of preparing youth for occupational choice as well as for smooth transition from school into the world of work.

The second four critical incidences are relevant and may be commonly experienced within the work place. They depict work problems experienced by employees, job seekers etc. They also show the employer and employees relationship and they show the kind of personal conflicts that arise in a working situation among employees and between employee and the employer.

The third part of four critical incidences illustrate incidences experienced in the social situation. These are daily problems encountered by adults, youth, men and women in their efforts to sustain family life, friendship, parent-child relationship, traditional values, rites, initiation ceremonies and other community responsibilities.

The critical incidences presented in this paper are not real incidences presenting a real on going situation but merely imaginary cases and any semblance to a real case is by mere coincidence. The questions presented at the end of each case are merely suggestions to help the counsellor, guidance teacher and/or employment guidance officer using the material to formulate his/her own probing questions that might force counsellees to expand their own arguments and thinking. A list of things to be done by both the counsellor and the counsellees after a case has been discussed, analyzed and a decision taken has also been given for follow-up actions. This part is very important because it gives counsellors and counsellees in particular the opportunity to search for facts, relevant information, and to relate such facts or information to the incidence. It is also a practical learning experience giving counsellees an understanding about how facts are related in the particular case situation that is cause and effect.

V. The incident - Case I - Kato's Problem

Kato is a nice boy about 15 years old. His father is dead so he has to work for money during school holidays and sometimes in between to pay his tuition in school as well as help his mother. Kato is now completing Form II and will soon have to choose his subject combination for his "O" level examination in Form IV. He has been taking all the subjedts required for all pupils but he is very interested in medicine. He says he would like to be a doctor. He does fairly well in his studies and hopes to pass well in his "O" level examination. He and his mother are anxious that he should go for "A" level and are also concerned about his entering college because Kato does not have enough money to go through college and medical school.

(a) Case analysis and discussion

Let clients/students study the case and the counsellor may use the procedure or steps listed in the previous pages (Steps I-V) for solutions or decision making. Possible setting may include: brain-storming, free group discussion and role play.

(b) Suggested questions for discussion

(i) What academic preparation would Kato need in order to be a doctor?, a nurse? or a laboratory technician?

(ii) Because of his financial situation, should he lower his goal and plan to be a dresser or nurse?

(iii) If he had to leave school before "A" level, could he go on learning for his chosen vocation? if so how?

(iv) Should Kato go to medical school or should he go to the school of nursing?

(v) If he decides to take nursing, could he later become a doctor?

(vi) In what ways could Kato's mother help him achieve or fulfil his desire to be a doctor?

(c) Things to do by Counsellees

(i) Make a list of subject combination required (at secondary school level) for the study of medicine, nursing and laboratory technician.

(ii) Make a list of the various areas of specialization in medicine as well as the responsibilities and duties of a general practioner; the work of a nurse and that of a technician.

(iii) Find out how much it would cost to go to medical school in your own country and abroad.

(iv) Find out and list the various organizations, foundations etc. which assist students, in need like Kato or other scholarships which could be made available to needy people.

(d) Things to do the Counsellor

(i) Make a data analysis of the information provided by counsellees in (i) to (iv) above and discuss this with them.

(ii) Invite a doctor (general practitioner),a nurse and a laboratory technician (the three may be invited at the same time to form a panel of discussion) to come and speak to the counsellees about the requirement of a doctor, a nurse and a technician and the various conditions attached to each as well as job prospects, opportunities benefits, disadvantages and difficulties etc.

CASE II

VI. Mark's mother wants Mark to have a "white collar" job. She says "there is prestige to a "white collar" job. I do not want him to have a job where he will be getting dirty all the time. I want him to wear good clothes and associate with nice people all the time. I know he has not liked high school and that his marks have been poor,but I think if he got to college he would work harder and do well. I want him to be a lawyer or a doctor. He wants to be a machinst or an electrician. He says he will make more money as a skilled worker, but I tell him he is got to be something we can be proud of. He has got to go to college and be something".

Possible setting may include: Brain-storming, group discussion and role play.

Case Analysis

The clients/students

(a) Let students/clients read the case carefully with understanding

(b) Identify the problem(s) and issues

(c) Discuss the issues and give sugg suggestions, recommendations to the solution of the problems

Suggested questions for discussion

(a) Why do you think Mark's mother feels as she does about the "white collars" job? Is she unusual in her feelings on this subject?

(b) What do you think about the statement, "he hasn't liked high school and his marks are poor, but I think if he went to college, he would work harder and do well"?

(c) What are the subject combination necessary required for admission to the university to study law? (the national university of the counsellees respective country).

(d) If you were Mark's friend, what would you advise him?

The Counsellor

(a) If you were Mark's counsellor, would you agree or disagree with his mother? what suggestions and information would you give to Mark's mother ?

Things to do by counsellees

For practical purposes, let students/ clients do the following:

(a) Make a list of subject combination required for the study of law and electrical engineering at the university

(b) Write one sentence or two describing the work of (i) a lawyer and (ii) an electrician

(c) List three occupations you would like to take up and give reasons for taking up these. Also indicate after each how the various subjects you are taking in school or have taken will help you to prepare for these occupations.

Things to do

(a) If there is a law court within the school community or the town in which the school is located, make arrangements for your students/ clients visit the law court to observe how laws are interpreted etc..

The Counsellor	Things to do
(b) What would you tell Mark's mother about the salary and working conditions of a machinist or an electrician, a lawyer? etc.	(b) Invite a magistrate court, a lawyer etc to speak to the students about the requirements for the legal profession, the various work of a lawyer, the earnings and the National Bar Association if there is an established one.
	(c) Invite an electrician or a machinist to come and speak to the students/ clients about their job and the various job conditions and subject requirements for studying machinical and electrical engineering.

General discussion

Before a lawyer or an electrician is invited to come and speak to the students, the counsellor and the students/clients may discuss the two subjects before listening to the professionals. The objective here would be to find out how much his students/clients know about law for example besides the general legal practice. The counselling session may discuss the various kind of work lawyers are engaged in such as giving advice to clients on such problems as making contracts, purchasing properties, defending their clients in court etc. The various areas of specialization such as: Corporation Law, Civil Law, Criminal Law, Real Estate Law may be discussed.

CASE III

VII. Tim has just graduated from college outside his country where he studied physical education. He has been offered a job as a teacher-coach in a secondary school in a small town in his country. The salary he was being offered as a teacher-coach was low at least not to his expectation. Tim has refused the job because he feels he should be able to get at least one quarter more to what he has been offered. He has had no experience as a teacher or as a coach, but he says he thought "such jobs" paid better salaries than the ordinary salary offered to teachers at his educational level.

Possible settings may: include: Brain-storming, free group discussion and role play.

Case analysis

The clients

(a) Let the clients study the case well, identify issues and problems.

(b) Discuss issues and make suggestions and recommendation having a bearing on the problem.

Suggested questions for discussion

(a) What do you think was wrong with Tim's planning when he began the study of physical education as a career?

(b) What do you think motivated or influenced him to study physical education?

(c) What advice would you give Tim about this job? give your reasons.

The counsellor

As a counsellor, analyse your clients' suggestions, judgements etc. and draw out your own conclusions based on the clients' interchange of information. Discuss this with them but let the final decisions and conclusions be theirs either collectively or as individuals in their own thinking

Things to do

(a) Let clients list out all professio jobs they know off in the area of physical education, sports and games.

(b) In a short paragraph, let clients write the work of a physical education teacher and reasons why there should be a physical education teacher in a school for example.

(c) Let clients find out the academic requirements for a physical education teacher, a football coach as well as job prospects in the field.

(d) Find out the average beginning salaries for teacher in a government school and in a private school (of the counsellees' respective country).

(a) Make a data analysis of the information provided by clients in (a) to (c) above and discuss this with them.

(b) Invite a local football coach and a football professional to speak to the group about the requirement of a football coach and the various conditions attached to it as well as job prospects in the field.

CASE IV

THE CASE OF MARY AKINYI

VIII. When Akinyi entered Bugalo Girls Secondary School, her that year's academic record showed that she was an above average student in all subjects and she was particularly good at science subjects i.e. Maths, Physics, Chemistry and Biology. She has indicated to the teacher counsellor that she hoped to become a veterinary surgeon and the counsellor encouraged her as she was doing well in the relevant science subjects.

However, towards the end of her second year, her science teachers observed a sudden drop in her performance in those subjects. They reported this to the teacher counsellor who undertook to investigate the cause.

In her interviews with Akinyi she (counsellor) discovered that Akinyi's mother along with Akinyi had been kicked out of the home by Akinyi's father and he had brought in another wife. Akinyi and her mother were being housed by some woman who lived with her five children in a single room. Akinyi, the counsellor discovered had no brothers except two younger sisters.

On chassing away her mother, Akinyi's father had sworn that he would no longer pay school fees for Akinyi.

Because of these traumatic experiences at home, Akinyi saw herself dropping out of school prematurely. Though she had hoped to become a Veterinary surgeon, she saw her hopes shattered as she would have no chance of getting to the University. Consequently she saw no need of putting any effort in her school work and this culiminated in her poor performance during her second year.

Efforts by the counsellor to get Akinyi's father to agree to continue paying school fees for her failed. Subsequently the counsellor took legal action against Akinyi's father and he managed to get the salary of Akinyi's father attached. In this way Akinyi's payment for school fees was assured. The counsellor in collaboration with a social worker managed to get Akinyi's mother a small house and a job as a cleaner.

After several sessions of counselling, Akinyi appeared to have recollected herself but her performance in science subjects never again measured up to what it was in her first year, instead her performance in English, French and History improved drastically. Again the teacher counsellor undertook to investigate the cause behind this shift in performance. To her surprise she discovered that Akinyi was no longer interested in becoming a Veterinary surgeon although the payment for her school fees was assured. She now wanted to become an Air-hostess and she revealed to the counsellor that it was not because she hated being a Veterinary surgeon but it was because she had come to the conclusion that becoming a Veterinary surgeon would take her very many years and yet she had her mother and her two younger sisters to take care of. A career as an Air-hostess would take her shorter time and this was why she was concentrating on the subjects that would lead her to that career hence her improved performance in English, French and History.

The teacher counsellor did not see anything wrong with Akinyi becoming an air-hostess because shw was after all physically fit for it and she had in any case developed an interest in it. The teacher counsellor subsequently encouraged her and requested the other teachers to assist Akinyi.

Though her performance in other subjects remained average, her performance in English, French and History remained extra-ordinarily good.

However, when she was just about to complete her third year, she fell sick and she was admitted in Hospital for three weeks. When the counsellor visited her in Hospital, she was told by the doctor that Akinyi had developed hypertension i.e. high blood pressure. When she was released from hospital and was back to school, the teacher counsellor during a session of counselling made it clear to Akinyi that the nature of her disease would not allow her to become an air-hostess as flying would make her condition more serious. After subsequent guidance and counselling Akinyi said she would only take teaching as her other alternative. Fortunately her academic record showed that she would most likely qualify for it and besides, her general physique was good. She had also proved co-operative, social and duty-conscious.

Akinyi through the guidance and assistance of the counsellor and the other teachers eventually qualified to train as a teacher and is now a very successful one. She is now able to assist her mother financially and also pay tuition fee for her younger sisters.

Possible settings may include: group discussion, role play and free group discussion.

Case analysis
The clients/counsellees

(a) Let the clients study the case, identify issues and problems

(b) Discuss identified issues in relation to Akinyi's career choice.

Suggested questions for discussion

(a) What do you think of Akinyi's last career choice? Do you think she still could have made it as a veterinary surgeon? if so what are your reasons?

Things to do

For practical purposes and further understanding of your clients/students strength and weakness, let them do the following.

(a) Make a list of subject combination required for the study of veterinary surgeon;

(b) List the various kind of jobs or work an air-hostess does; and list the kind of qualifications one would need to have in order to be an air-hostess;

Suggested questions for discussion

(b) What do you think of Akinyi's counsellor? was she helpful or not? what do you think of her relationship with Akinyi, Akinyi's mother and Akinyi's father?

(c) Is Akinyi's family situation unusual?

(d) Do you think the counsellor's legal action against Akinyi's father was justified?

(e) If you were Akinyi, what would you have done to your father for chessing you and your mother out of the home?

The counsellor

(a) If you were Akinyi's counsellor, what other things would you have done (other than those done by her counsellor) to help Akinyi?

(b) Do you think Akinyi would have become a successful teacher without the help of the counsellor?

(c) Collect and analyse your clients/ students' data (information given by them under things to do (a) to (e) above) discuss with them and make note of things which need individual guidance and counselling.

(d) Plan follow-up actions either individually or as a group with the clients/students.

Things to do

(c) Write the first three occupations you would like to do when you complete school and give the reason why you chose these three;

(d) Write down the three subjects you like best in the class you are in and the reasons why you like them best;

(e) Write down your hobbies and other things you like doing outside school and during school holidays.

(a) If there is an air-port near the school, arrange for an occupational visit where your clients/students would have the opportunity to see, hear and talk to the airport authorities about the various work in working with an airline company. Benefits, disadvantages, job prospects, training opportunities etc.

(b) Invite a veterinary surgeon to come and give a talk to your students/clients on animal husbandry and veterinary science;

General discussion

After discussions with a veterinary surgeon etc. and the occupational visit, the counsellor may organize a group counselling session to discuss in general the work of veterinary scientists and other professions in the sciences.

CASE V

THE CASE OF MWAJUMA

IX. Mwajuma aged 35 years is married to Mr.X and they have two children. Mwajuma is a graduate with a Master degree in Business Administration and has been working for a certain parastatal organization as an accountant.

Mwajuma shared an office with 5 men all of them non-degree holders. She knew her work well and the boss Mr. Tembo had always relied on her and called on her for work that needed to be done urgently. Sometimes Mwajuma would be given work (at the last minute) that needed time to finish and yet the boss would demand it in less than the time required to do it. As she continued working with the company, other employees her colleagues whom she shared office with became jeolousy of her. Some of them started giving her their own work pretending that the boss had asked them to give the work to her. Mwajuma never questioned but simply accepted work as it came to her. Sometimes she would get home late because she had a lot of work to finish after office hours. In the office, she was always very much involved in her work that she hardly shared a joke or contributed to any of the social gossips which her colleagues used to talk about in the office.

Two years passed and Mwajuma continued to work for the company. Two of her colleagues were now working hard to have her contract terminated. Several times they reported her to Mr. Tembo and informing Mr. Tembo the boss that Mwajuma's work was very bad and that they were the ones who were actually doing all the work. The boss just kept a record of these reports but never at any time discussed the complaints with Mwajuma. Mr. Tembo was also one of those men who did not believe in women working.

As time passed by, suddenly Mwajuma became sick and had to be hospitalized for about a month. During Mwajuma's absence from work, the two colleagues found a way to victimize her. She finally recovered from her illness and was back to work. One morning the two colleagues presented Mwajuma with some old accounts (not known to her) and told her that the boss wanted her to prepare a balance sheet of the accounts. These were old accounts which the previous accountant had failed to prepare a balance sheet. Mwajuma looked at the work to be done, it was difficult and the information presented in the account was inadequate and confusing.

Mwajuma took the work she had been given by the colleagues to the boss, Mr. Tembo. Before Mwajuma could explain the problem involved with the work, Mr. Tembo stood up almost slapping Mwajuma with anger and shouted,"I knew you would not do it, now I am convinced that you do not know your work". "I used to think, he continued, that your colleagues were lying when they told me that your work was bad." "It is better to work with men than graduate women who do not know their work".

Mwajuma busted into tears and Mr. Tembo did not give her a chance to defend herself but simply and angrily dismissed her from his office. The following day Mwajuma went to work as usual. To her surprise, there was a letter on her desk terminating her work. She took the letter and went to see Mr. Tembo. Mr. Tembo the boss, did not want to see her nor to discuss the content of the letter. He simply told her to go and collect her salary and a cheque for her gratuity from the finance office. Mr. Tembo added that she was free to go and look for a job elsewhere.

Possible setting: The counsellor may wish to use the case for group discussion role play, or brain storming.

Case analysis

The clients/counsellees

Assuming that copies of the case study had been presented to counsellees a few days in advance, the following procedure could be used as the group gets ready for discussion:

(i) The counsellor introduces the case study by reading it carefully and clearly to the group.

(ii) Let the discussion be client centered. Group leader if identified may lead the discussion by presenting questions etc.

(iii) Issues and problems are identified as the group becomes task-oriented and as they interact to each other agreeing and disagreeing to certain points presented.

(iv) As problems and pertinent issues are identified, the group now discuss solutions or positive ways to problem solving.

(v) Recommendations, suggestions and other constructive comments could now be made

Things to do

If the clients are employees:
(i) Let each one of them list some of the problems they have encountered in their work experience with (a) their fellow employees (b) the supervisor

(ii) Let each client list problems encountered by employees in their respective place of work and problems that require counselling.

(iii) Let each one of them list some of the major causes for firing or terminating employees at their respective place of work.

(iv) Let them list some of the legal actions employees can take against their employer.

Suggested questions for discussion

(i) Is Mwajuma's case unusual?

(ii) Do you think Mwajuma could have avoided been in that situation of loosing her job? If so how?

(iii) What type of a person do you think Mwajuma was?

(iv) What do you think was wrong with Mr. Tembo as a supervisor?

(v) Was Mr. Tembo's action of terminating Mwajuma's contract rather unusual? Was his action justified?

(vi) Suppose Mwajuma came to you now as a counsellor (after loosing her job), how would you go about helping Mwajuma to adjust herself and secure another job?

(vii) Why do you think Mwajuma's colleagues were jeolousy of her? Was their action to victimize Mwajuma unusual?

The counsellor

(i) Make a data analysis of the information provided by counsellees in (i) to (iv) above

(ii) Have a general group discussion on the problems presented by the counsellees and identify any specific problems that need some follow-up actions with some individuals as well as those problems that need guidance and counselling.

CASE VI

THE CASE OF SALANYA

X. Salanya received his master degree in Political Science in June 1970 from one of the state university in Michigan in the United States of America. He was offered a teaching job at the University of Dar-es-Salaam and accepted it. In September of 1970, Salanya was already teaching. He was a very good teacher, hard working and his students liked him. After four years of teaching at the university, he was made a senior lecturer and a year later, he became the Dean of the Faculty.

Some of his colleagues were not happy about his appointment as a Dean of the Faculty. They started frightening him by accusing him of all sorts of things. Some said that he was too proud, others would say that he had no friends around because he felt that his status was too high to mix socially with others. In spite of all the gossips spoken about him, Salanya continued working hard, maintaining his own personal discipline and integrity.

One morning as he opened his office, he felt rather strange because his office had been rearranged. He looked for the telephone, it was misplaced elsewhere. His desk was facing the wall instead of facing the door as it was originally arranged. Someone definitely had entered his office and rearranged everything. He called the messengers, the cleaners and his secretary to find out from them if they had seen anyone entering his office etc. They all denied having seen anyone entering his office and that they had no knowledge of what had happened to his office.

Mr. Salanya put his office back to its original order and requested the maintenance office to change the lock of his door. That did not help for more frightening events continued. One day an unknown person came to his office and told him that there were people who were after him and that he should be aware. The person refused to reveal himself as to who he was etc. Many other terrible things happened to Mr. Salanya. To crown them all, one morning as he entered his office, there was a big black mamba one of those poisonous snakes crawling near the door. This terrified him and he could not stay in the office to do his work. The same evening as he was driving to town he had a car accident but he was not hurt. Mr. Salanya could not believed what was happening to him and he became emotionaly disturbed. As days passed, Mr. Salanya's emotional state was getting worse and worse. He went to see a psychiatrist but he could not get better. His colleagues told him that he had been bewitched and that he should seek treatment from a traditional medicine man. Mr. Salanya finally believe that he had been bewitched and so he left his job with the university and went to the traditional medicine man for treatment in his village.

Possible settings: The counsellor may hold a group discussion, or let the group role play to give participants the opportunity to express their opinions as they take parts in role play.

Case analysis

The clients/counsellees

Having studied the case in advance, the group discussion now gets involved:

(i) The counsellor introduce the case study.

(ii) Using the client centred approach, let counsellees interact and identify problems and issues.

(iii) The problems and issues can then be separated into areas having a bearing on them. Counsellees then analyse the issues and problems in detail by trying to understand how they developed in an incident, what was accountable etc.

(iv) Having analysed the problems in detail, counsellees make recommendations which should suggest solutions and possible follow-up actions.

Things to do

(i) Let counsellees list some of the problems individuals encounter (or some of their own) which lead to mental disturbance and emotional state.

(ii) If known let them list some of the illnesses that are traditionally known that they cannot be treated in the hospital.

(iii) Let counsellees find out the facilities, clubs, societies available at the university for leisure time.

Suggested questions for discussion during case analysis

(i) What do you think was accountable for Mr. Salanya's illness?

(ii) What do you think were his strength and weaknesses

(iii) Could he have stopped his colleagues' action? if so,how?

(iv) Do you think that there is something like being bewitched?

(v) What re the advantages and disadvantages of being treated by a traditional medicine man?

(vi) If you were Mr. Salanya's counsellor, what would you have done to help him?

General Discussion

The counsellor should collect the information provided by counsellees in (i) to (iii) above, analyse and make a summary report. After this, the counsellor should have a group discussion to discuss the counsellees' findings and his summary analysis of the case.

CASE VII

"THE PROBLEM"

XI. Mary Kamanga is a young country girl who finished the General Certificate of Education (GCE) last year. She has applied for nursing and teaching training courses, but she was turned down in both places. In her attempt to find something to do she comes to Lusaka to look for work.

In Lusaka she has no relatives, nor has she money to pay for her own accommodation. She therefore ends up staying with a friend, Stella Luko in a small room in Matero, one of the shanty places in Lusaka. After three months Stella advises Mary to go and consult the welfare officer, Janet Manda, who might be able to help her. Miss Manda who is also a career guidance officer gives all necessary advice and information to Mary and sends her to the Employment Bureau situated in Ridgeway where Mr. Joseph Kamoto is in charge.

Mr. Kamoto is impressed by Mary's appearance and is therefore keen to help her. He phones the Personnel Manager, Mr. Alfred Chimimba of Lusaka Textile Industries, for a clerical vacancy they had advertised. Mary goes to see Mr. Chimimba who is very busy and asks her to meet him at Intercontinental Hotel at 7 p.m. for a short interview. The meeting at the Hotel turns out to be a date rather than an interview. Mary finally gets a job at the Lusaka Textile Industries.

Mr. Chimimba also offers accommodation to Mary by renting a flat for her from a landlady, Mr. Winnie Okumo.

As months pass by Sophie, wife of Mr. Chimimba comes to know of the relationship between her husband and Mary through landlady Winnie. The two plot to evict Mary, but Mary is by then pregnant. In order to save his family, Mr. Chimimba abandones Mary who is forced to quit the job and go home as an expectant mother.

Possible setting: Role play. The following scenes are suggested for role play. The counsellor may change scenes and actors according to time available etc.

SCENE I

Mary Kamanga comes to Lusaka and discusses her problems with her friend Stella Luko who offers her accommodation.

SCENE II

After three months of job-hunting, Stella advises her to seek the services of a welfare/guidance officer Miss Janet Manda who after all necessary advice and information sends her to the Employment Bureau where Mr. Joseph Kamoto is in charge. Mr. Kamoto phones Mr. Alfred Chimimba for a clerical job recently advertised at the Lusaka Textile Industries. Mary calls at Mr. Chimimba's office only to be told that the interview is at 7 p.m. at Intercontinental Hotel.

SCENE III

The interview at the Hotel turns out to be a date and Mary desperate for a job gives in. The job is given at the Lusaka Textile Industries and a ranted accommodation offered at landlady Winnie Okumo.

SCENE IV

Sophie Chimimba, wife of Mr. Chimimba, finds out that the cause of the husband's late night comings is Mary who stays at Okumo's place. In a cunning move with Okumo, they evict Mary from the flat not knowing she is already pregnant.

SCENE V

Mary confronts Chimimba who, desperate to save his collapsing family, dismisses Mary from the job at the Textile Industries and does not accept responsibility for the pregnancy. Mary swears to sue Mr. Chimimba but while waiting for trial she has to return home to her village. But Sophie also sues her husband for a divorce.

QUESTIONS

1. Did Mary explain her problems well to her friend Stella?

2. How helpful was Stella to Mary? Was the advice given by Stella to see the welfare/guidance officer good? If Mary had not taken the advice, would she have been saved from her subsequent problems?

3. How did Janet Manda perform her job as a welfare/guidance officer in guiding and counselling Mary? Can she be blamed for having failed to follow-up her client's career or what became of her?

4. Kamoto wanted to help Mary for his own ends. How did Mary handle the situation?

5. Mary should have known that an interview could not take place 7.p.m at a Hotel. Would you say that the problems she entered into were her own making?

6. Alfred Chimimba is one of many personnel managers who use their positions for their own good. Do you agree? What would you have done if you were him, and if you were Mary?

7. It was all Mary's fault to accept a job and rented accommodation. She should not have left Stella's poor residence. Do you agree?

8. Sophie Chimimba and Winnie Okumo plotted to evict Mary from the flat. Were their actions justified?

9. Alfred Chimimba showed great irresponsibility in dismissing Mary from the Textile Industries and disowning her for the pregnancy. Were his actions justified. What would he have done to save his family without serious injury to Mary?

10. Was Mary and also Sophie justified in suing Chimimba for his activities?

11. How well did each of the characters play his/her part?
Suggest modifications if you have some.

ROLE PLAY-CHARACTERS

Mary Kamanga: In Scene I show every sign that you are desperate for a job - no money, no where to stay. Say how many applications you have made and turned down. Stella finally offers you accommodation. In Scene II Joe Kamoto is interested in you, and you sense that, while he tries everything to date you, your mind is on getting the job and so when he phones Alfred for a job, you indicate to him that you are willing to see him next time. But once in Alfred's hands you never see him. In Scene III play your date interview at the Continental Hotel just as you would on your first date. Gradually give in to the sweet and nice promises of the job, accommodation and finance your uphelp at the flat. When you have been evicted in Scene IV, go at once to see Alfred, and when he dismisses you from work take legal action for damages done to you.

Stella Luko: When discussing with Mary in Scene I, give her all the necessary advice about town life in Lusaka. In Scene II tell her why she must seek the advice of a career guidance officer where she finally goes.

Janet Manda: As welfare/guidance officer, give Mary all the necessary information and advice you think necessary. Warn her of the scarcity of jobs and what she might end up doing.

Alfred Chimimba: When Mary comes to your office, you pretend to be too busy and ask her to see you at the Intercontenental Hotel at 7 p.m. for interview. That is the only time you have available. At the Hotel try to impress upon Mary that you are a man of means - a job you will offer and give her a flat to live in all at your expense. You give her K30 on the spot for her bus fare when coming to work. After that you are never home in time. When your wife manages to evict Mary, you disown her and cruely dismiss her from work at the Textile Industries where you are the personnel manager.

Joseph Kamoto: You are in charge of the Employment Bureau. You find Mary very attractive. You want to help her so that you can have a date with her later. All your actions are directed at winning her over to you for a date. You promise to find a job for her at whatever cost. Your telephone to Alfred is proof of your efforts. Play it up a little bit. Say what your office does and you can do.

Sophie Chimimba: You go to Winnie to find out about a niece of Alfred who lives there. In the end you tell Winnie that Mary is just a town swinger. You want to beat her but Winnie advises you against it. So the two of you plot to evict her. Upon learning that Mary is pregnant, you sue your husband for divorce.

Winnie Okumo: As landlady you have always been surprised with the many visits of Alfred to the rented flat when the wife asks. You advise Sophie not to beat Mary but you arrange to evict her. You have to invent some strange reasons for eviction. You succeed in with Sophie in throwing Mary out of the flat.

CASE VIII

XII. A group of employees in a glass making factory had several grievances to make. Two weeks ago prior to their action five of their colleagues were dismissed from the factory. The reason for their dismissal from work was that there was not enough work for them to do and that the work they were doing could only be done by two people. Several employees had also been injured in the process of working in the factory. They were being paid very low compared to the expatriates who were their counterparts.

They were not at peace working under such conditions. One morning as they all arrived at the factory, they decided that they were not going to work until their demands were met. They went and sat in the factory conference room. They were demanding for three things: a salary increase; safety programmes and or measures; and a return of the 5 employees who had been dismissed from work. After two hours of no work, their immediate supervisor came to see them and to beg them to go back to work. The leader of the group read the three demands and told the supervisor to go and discuss the matter with the manager and that they were prepared to go back to work if their demands were met.

The manager who was an Expatriate was not concerned about the employees grievances and told the supervisor to go and tell them that they should go back to work otherwise they would be in big trouble. On hearing this, the employees were very angry and decided to go and see the manager themselves. The supervisor tried to stop them but they threatened to beat him up if he continued stopping them from seeing the manager.

The manager's office door was wide open and in the office were this group of employees. Their leader spoke on behalf of the group asking the manager to grant their demands. The manager stood up, picked up the telephone and called for the security guards in his office at once. Three security guards came and were ordered to get the group out of his office except the group leader. The group did not know what was going to happen to them now and to their leader especially. The group had a problem to solve and so they needed a counsellor.

Possible setting: This is a problem centred group which had a specific task or a common problem to discuss and solve.

Case analysis

The clients/counsellees

Having studied the case in advance, clients now get ready to discuss the case as a group:

(i) The counsellor introduces the case to the group.

(ii) The counsellees then interacts to each other, identifying facts, issues and problems.

(iii) Counsellees then analyse issues, facts and problems identified in detail.

(iv) Having analyzed issues in detail, counsellees make recommendations, suggestions on what the group of employees would have done to solve the situation.

(v) In this particular case, recommendations would have to include strategies for solving the problem.

Things to do

(i) Let counsellees collect information on safety measures for working in a cement factory, glass making factory for example.

(ii) Collect information on work conditions and salaries for semi-skilled labourers in a cement factory or any other industrial plant willing to provide such information.

(iii) Find out from the Labour office: (a) minimum wage for labourers (b) employees right and legal action against the employer.

Suggested questions for discussion during case analysis

(i) What do you think of the group's grievances? Were the demands justified?

(ii) What do you think of the group's approach to the problem?

(iii) Could you think of an alternative approach to the problem other than that of refusing to work and sitting in the conference room.

(iv) What do you think of the role of the supervisor? was he effective?

(v) What do you think of the manager's reaction in calling the security guard?

(vi) Do you think the manager behaved that way because he was an Expatriate?

(vii) What was the managers objective in keeping the group leader away from the group?

(viii) If you were a counsellor and the group came to you for help, what would you have done?

General Discussion

The counsellor together with the problem-centred group could at the end of the case analysis, discuss the group's findings, evaluate their findings and analyse such findings in terms of their practical application to problem solving.

XIII. CASE IX

"Muderanji wants to become a Moslem"

Client (Muderauji):	Knocking at the door, May I come in Sir?
Counsellor:	Come right in, good morning Muderauji
Client:	Good morning Mr. Jetu
Counsellor:	Can I help you?
Client:	Yes Mr. Jetu, I have a proble. I want to become a Moslem but my father is against that, he wants me to join his Seventh Day Church. I told my mother about it and she has allowed me to choose my own church or religion. I don't see the reason why my father would want me to join his church.
Counsellor:	I see, have you explained to your father why you would like to become a Moslem. By the way, how old are you?
Client:	I am ten years old and I think I am old enough to choose my own religion. Yes, I have told my father that I would like to be circumcised.. I want to be initiated, there is no initiation ceremony in his church. They always say that it is a dirty game.

Counsellor: Did you explain to your father why circumcision is important to you?

Client: Yes I did, I told him that all my grandfather and grandmother are Moslems. Not only that I usually find it difficult to join my friends who are moslem, they laugh at me because I am not circumcised. I want to find company and to be with my close friends.

Counsellor: Muderauji, you may be right and I understand how you feel about this. But you have to understand that your father is the head of the family. Don't you think that it is wise to obey your father? Don't you also see that your mother may break the relationship between you and your father? Would you like me to see and talk to your father about this problem?

Client: Well, I don't know, I haven't thought of this before, however, please talk to my father and explain to him how I feel about becoming a Moslem, may be he will agree to it.

Counsellor: I will try to see your father this afternoon. You can then come to see me tomorrow, how about 10 o'clock in the morning?

Client: I go to school at that time, but I can come after school at 4 p.m. Is this ok with you sir?

Counsellor: That will be fine, I shall see you tomorrow, goodbye Muderauji.

Client: Goodbye Mr. Jetu.

Possible settings: Role play or Brain-storming

Case analysis

The clients/counsellees

After role play, let clients:

(i) Identify problem(s) and issues

(ii) Analyse problems and issues in detail

(iii) Make suggestions and recommendations having a bearing on the problem.

Things to do

(i) Let clients or counsellees list out some of the initiation ceremonies or rites they know which are performed for religions purposes, marriage, birth, death and circumcision.

(ii) List the various churches and denominations they know off within their village or town.

Suggested questions during case analysis

(i) What do you think of Muderanji's reasons for wanting to become a Moslem?

(ii) Was the counsellor helpful?

(iii)What do you think of these statements

"You have to understand that your father is the head of the family"

"Don't you think that it is wise to obey your father?"

(iv) What do you think happened when the counsellor went to talk to Muderanji's father?

(v) What do you think encouraged Muderanji to want to become a Moslem?

CASE STUDY X - Mrs. R.W.

CULTURAL SETTING

XIV. Mrs. R.W., aged 35 years is a Luo. The location from where she comes is known for witchcraft and sorcery. Almost every individual in Alego believes that for any illness to occur, an enemy must have bewitched you. However, Mr. W.the husband is a shoemaker. The family stays in the Mathari Valley Shanties, where they have rented a single-roomed house. Mrs. W. has been pregnant eight times. Lost four of her children and has only four alive now. Three girls and a boy.

R's husband has another wife who has five children under the age of nine years. She says that throughout her life she has been a hard-working woman. And this is how she earned a living for her children. She brew Chang'aa, and sold second-hand clothes. This gave her enought income to maintain her children. She never depended on the husband's income. The co-wife sells smoked fish at Mathari Valley.

PROBLEM:

Mrs. W. was admitted at the Hospital Ward Six on the 26th January, 1977. She was acutely ill on admission. All the signs and symptoms she presented were suggestive of a damaged heart condition. She was immediately put on some supportive treatment to help relieve her of the acute symptoms. She will in fact continue to get some conservative treatment for the rest of her life. While she was in the ward, I visited her on alternate days, until she was discharged.

Each time I saw her, there was a marked improvement in her condition, but she wore a worried face. I asked her one day what the matter was and she told me that she had quarreled with a neighbour over a piece of land and had developed the disease about two days after the quarrel. She believed this man had bewitched her.

It was not easy to convince her overnight that her problem was not due to sorcery, but to me what was immediate here was to explain to her the nature of her problem. I requested the doctor to help me meet this patient's psychological need. He tried very much to show her, even with some diagrams of the heart function.

The days that followed were much better. She did not talk much about this fellow she had accused of sorcery, but her main concern now was based on her children at home. She told me that no arrangements were made for her children when she left her home, because the whole thing was so abrupt. This worried her even more when it was explained to her that she would be under the specialists surveillance for quite a long time. She thought of her children and even worried about the prospects of her business. She was concerned about how she would earn a living since her condition did not allow her to do strenuous activities; the problem of a heart condition requires very minimal activities. A lot of change were taking place in this woman. So, psychologically, she was unstable. My interaction with her seemed to improve things because I assured her that I would be visiting her at Mathari Valley even after she was discharged.

She was discharged after three weeks and I visited her at home every week on Friday evenings. On my second visit to her, I mentioned to her the need for family planning because a cardiac (heart) disease complicates pregancy. If this happens, the woman can die of heart failure. So, to me, this was a very urgent message to give her. All these problems were too much for this woman to accommodate at once.

I asked her if it were possible for me to talk to the husband about these problems. She gladly agreed, and told me that she would advise me on my next visit when a meeting could be organized between the family and myself.

SOLUTION

The patient arranged for the meeting and I was asked to go to their house. In the meeting all these four major problems were tabled. Of course, the husband was aware of them. The patient indicated to me earlier that my presence there would make her husband see these problems positively.

This group counselling took several hours. At least three objectives were achieved. First and foremost, the co-wife consented to go home up-country to look after the home and also care for the patient's children. She said she would sell her fish at a nearby market at home. This thrilled my client because at least her children would be cared for. Actually, these kids she was worried about were aged 14,11,9 and 7 years respectively.

The second issue was solved by the husband who said that he would take over the role of looking after the children and paying the fees. He did admit that he had not been very helpful because the income was not enough to feed this family in Nairobi and pay the rent which was about 100 shillings. Now that the younger wife was going home, financial pressure would be relieved off him so he would send money home to maintain the two families. This statement solved my second target of counselling.

I could see this lady consenting without actually saying that she would not go back to her business. This confirmed to me that she got the message. This issue was a matter of life and death.

When I discussed the family planning issue between the husband and wife, it was met with a very negative attitude. It appears that the husband still needed another son from this lady since she was his first wife. This is a very common matter in that ethnic group. Sons mean so much to them. It means his descent will continue from generation to generation if he has more sons. I tried to make them see the need for this patient's heart to get maximum rest. Apparently the patient saw the need very quickly, but the husband was persistent. I did not press them to consent immediately, but I felt the ball in their court. I asked them to give it a thought and would get the answer next visit.

There was still no evidence of consent from the husband when I visited them next. I was getting worried because this was an immediate need. However, since things were not forthcoming, I had to invite the specialist to discuss this issue. We had an appointment to see the specialist on 16/3/77. After about forty five minutes talk, the husband agreed. I took the lady to the family welfare clinic and she had a contraceptive prescribed for her. It took a long time to get this man to see the problem simply because he was carried away by his beliefs and customs.

Suggested questions for case analysis

(i) Did the counsellor carry out her/his counselling service well?

(ii) If you were Mrs. R.'s counsellor, what else would you have done to help her? What would you have not done?

(iii) Do you think that Mrs. R.W. was finally convinced that she was not bewitched?

(iv) Was the husband really willing to let his first wife take contraceptive measures? Or did he agree to this because he was pressuarized by the counsellor and the specialist?

(v) Was Mrs. R's feeling of been bewitched unusual?

(vi) What do you think are the advantages and disadvantages of having more than one wife.

CASE XI

"I BETTER DIE"

Awema Alias "Wazuri" is a Zaramo Girl living in Magomeni Manipa with her parents. She completed her NABOCE Course and she works with Ministry of Home Affairs. She used to stay with her parents and after working hours in the evenings she would discuss with her parents some cultural activities of the Wazaramo and the nearly tribes. Thereafter she takes her time reading novels fictions especially Temptations. Her family belongs to the so called "Waswalihina", and her father is an Alhaji, so nobody is allowed to take alcohol.

Awema was influenced by the stories of Adoro Anduru and other Sunday News Leisures and she came to be friend with a Nyakyusa boy Jack who had the same interest as Awema except Jack was a christian; and on top of that they used to share the office. Their friendship grew to an extent of holding engagement party without informing the parents. One day her boy friend promised to take her to the film, which she was not used to go. but Jack convinced Awema on the type of movie and when he showed the title "BODY AND SOUL", Awema was rather impressed; but she had a dilemma of how to get out of the conservative parents in the evening; but later she cooked a story which led her to get permission.

So the very night Awema asked permission from her mother to go and see her friend at Buguruni kwa Malapa, and when her mother asked Awema why she had to go the very night, Awema said "my friend had been ill for a long time, she had been admitted in Muhimbili for two weeks and now she is out, so it will be something bad if I don't go and say hello. Then her mother was convinced and allowed her to go and and see her friend. So Awema left at seven p.m. and promised to be back before 10.00 p.m. Immediately after her departure her father asked Awema's mother "where is Wazuri"? the mother told him that she has gone to see her friend who has been ill for a long time, but the father was highly interested to know where Awema's friend stayed, Awema's mother said Buguruni kwa Malapa!

However the two parents remained silent for some minutes as if they didn't agree with each other on the issue especially the father who later came to ask the mother "Do you know the situation at Buguruni kwa Malapa"? Meanwhile Awema had already entered Avalon the Cinema place and they had nice flashes 5,4,3,2,1 ready for "Body and Soul". Thereafter they passed through Tip top, where Jack convinced Awema to take a gulp, which she was not used to. They had two each and off they left to Jack's house. The next morning she apologized to her mother for coming late and she couldn't awaken them, but her mother reminded Awema about the Zaramo culture, and later she convinced her husband their daughter was in for the whole night.

PROBLEM:

After two months, Awema realized that she was pregnant, she approached Jack who refused to marry her because he has already got a Nyakyusa girl. This confused Awema and she thought of committing suicide. One afternoon she approached her friend Ashura and gave the whole story about her boyfriend and the situation of the parents, and her condition for the time being, and lastly she told Ashura that "She better die". Then Awema bursted into endless tears. Ashura being the counsellor tried her level best to convince Awema that there is no reason of committing suicide, but she promised to give a genuine solution the following day. Without delaying Ashura contacted Awema's mother and told the whole story about Awema and Awema's mother contacted her husband who of course had a heated discussion but later they came to agreement that, they have to counsel their daughter. That evening Awema approached her mother and told her the whole story after she discovered that her parents were not happy as they used to be before. Then Awema's mother called her husband, and counselled their daughter and latter they assured good life to their daughter, so she could not commit suicide. After nine months of worries, she gave birth to a healthy baby boy and called him "Matatizo".

Possible settings: Group discussion, Brain-storming and or role play

Case analysis

The clients/counsellees

Having studied the case in advance, clients now get ready to discuss the case in a group:

(i) The counsellor may introduce the case to the group.

(ii) Counsellees interact to each other, possing questions related to the case etc.

(iii) Counsellees identify facts and issues having bearing on the problem(s)

(iv) Issues facts are analyzed in detail, counsellees make recommendations.

Things to do

(i) Let counsellees list some of their hobbies they like doing after office hours.

(ii) List the traditional customs attached to girls and to boys (in their own respective ethnic groups)

(iii) List marriage customs and ceremonies (celebrated in their own respective ethnic groups).

Suggested questions for case analysis

(i) Why did Awema lie to her mother? Was this unusual for a girl/or a boby to do?

(ii) Was Awema's father convinced by the mother's explanation of Awema's whereabout?

(iii) In general what are your feelings of fathers' attitude towards their daughters?

(iv) What were Awema's strength and weakness in this particular case?

(v) If you were Awema's counsellor, how would you counsel Awema?

(vi) What do you think of Awema's parents' attitude toward Aswema when she finally got herself in trouble?

(vii) Do you thin Awema would have committed suicide if she was not counselled by Ashura?

(viii) What do you think of Jack's reaction when Awema told him she was pregnant?

(ix) If you were in Awema's position, what would you have done? etc.

General Discussion

The counsellor should collect the information provided by counsellees in (i) to (iii) above, analyse and make a summary report. After this, the counsellor may discuss with the counsellees, their findings and the summary report of his own analysis of the case.

CASE XII

A CASE HISTORY

The case of Dennis

XVI. Dennis, a member of the Kru tribe, is small for his 13 years,but you don't notice that, at first, so much as the dimpled, wise grin that almost winks at you as if you and he shared some private joke.

You have to wonder at his easy laugh and playful banter. There doesn't seem to have been much to be happy about in his young life. Up until August last year, when Dennis came to Boys' Town, he'd been a street kid: what Liberians call a "gronah boy". He and his friends wandered around the downtown Monrovia area wherever they could pick up some small change by begging or doing odd jobs. Sometimes during the day he washed cars or threw away garbage for cookshop owners. In the evening you would most likely find him hanging around outside some bar, hoping a good natured patron would hear his name first above all the shouting, hustling offers and say "Okay, Dennis, you mind my car good, you hear!" By 2 or 3 in the morning, with his 15¢ or 25¢ shoved in his pocket to buy corn bread later, he could look for a place to sleep for a few hours - a store entrance, and unfinished building, some steps - any place where the police would not easily find him and arrest him for vagrancy.

Some days he'd get lucky and earn enough to spend the afternoon at one of the several cinemas showing karate movies or foreign romances. Days when it rained all day, he often had trouble making enough money to buy his supper.

For five years, ever since his father died, Dennis made the streets his home. He shared his T-shirts and trousers with whichever of his friends they would fit, learned to live with being sick much of the time, became a likely suspect for almost every kind of urban ill - petty theft, gambling, fighting, drugs. To him, it seemed a better alternative than being a burden to his mother, who had nine other children to care for, and his stepfather, whom he didn't get along with.

Finally, Dennis grew tired of struggling and getting nowhere. He knew there was no future in the street. If he was smart enough to survive there, he was smart enough to go to school. When he heard about Boys' Town from a friend, he made his way to the Broad Street Juvenile Delinquency Control Centre to ask about enrolling there. At the Centre he was interviewed by a counsellor to determine his eligibility for the program. Dennis's desire to go back to school and live in an environment where he would be cared for and given suitable responsibilities seemed genuine. The information obtained about his family indicated that they were not in a position to adequately support him. Upon the counsellor's recommendations, Dennis was included in a group of 15 boys who were then enrolled in a three week orientation program at the Centre.

During the three weeks Dennis lived at the Center, he followed a regular schedule of classes in the morning, midday meal, rest period, counselling and recreation in the afternoon, and a study period in the evening. He was not allowed to leave the Center without permission, and he was expected to get along with the other boys and do his chores conscientiously. These three weeks were patterned on the daily routine of the children at Boys' Town. They gave Dennis first-hand information on which to base his final decision, and gave him a chance to feel his way into his new lifestyle.

It wasn't an easy transition to make. Right outside the door was the lure of the city - the way of life he'd been living since he was eight years old. Being his own boss, keeping his own hours, living outside the law - whether parental or civic - was a lot to give up. It still had its appeal. Many kids found that appeal so strong that the structure and demands of the life at the Center, or later at Boys' Town, overwhelmed them and they ran away. But not Dennis. What he found inside - adults who had time to talk with him and teach him, three meals a day that he didn't have to fight for, a real bed to sleep in, and most of all, perhaps, some respect - seemed to weigh more in the balance. When he went to see his family with one of the caseworkers, it was to tell them he was going to Boys' Town. They were relieved, and grateful, and now that they were sure he was serious, maybe a little proud.

Dennis is in the second grade now, not unusual for a boy his age. His best subject is math. He is popular with the other kids for his easy ways and sharp wit, even though occasionally it still gets him into trouble. The other members of his football team acknowledge his speed on the field by teasing him that his feet are almost as quick as his mouth.

He will always be street wise - cocky and independent. It is not easy to change part of your personality that has grown out of dire necessity. Eventually, it is hoped that Dennis will be able to return to his family, either to continue in school or take up a trade. For now, though, he doesn't seem too concerned about his future, perhaps, because for the first time in years, he doesn't have to be.

Possible setting: Group discussion or role play

Case analysis

The clients/counsellees

Having read the case history of Dennis in advance before the group discussion:

(i) The counsellor may introduce the case history

(ii) Let counsellees interact and identify problems and issues

Things to do

(i) Let counsellees list out the various problems encountered and experienced by street boys

(ii) Let them list any projects or activities they know of which are organized to help street boys (within their respective town)

(iii) Analyse identified issues, make recommendations and or suggestions which should lead to solutions or follow-up actions	(iii) Let them write down activities or projects they think can be organized by voluntary organizations or by the government (in their respective countries) with a view to help street boys like Dennis.

Suggested questions for case analysis

(i) What do you think were the major reasons that made Dennis turn into a street boy?

(ii) Is this unusual for a boy of 13 years old?

(iii) What do you think of Dennis's decision to go to Boys' Town?

(iv) What do you think of these statements?

(a) "He will always be streetwise cocky and independent".

(b) "It is not easy to change part of your personality that has grown out of dire necessity".

(v) What do you predict Dennis may become when he is a grown-up man?

General Discussion

The counsellor and counsellee could discuss the various reasons and causes for youths turning the streets in the city as their home, the activities the street boys engage in and people's attitude towards them.

Implication to counselling

The street is not life, but the spectacle of life; it shows a youth the values of society, but offers no opportunity for him to integrate it into his own life, as school or a job can do. There, he lives only in the present moment, and grows up, with the stigma of "difference", on a knife-edge between home, such as it is, and the street, pushed from one side pulled from the other. These youngsters who grow up without stable families without anyone to turn to whatsoever except the street, are surely the greatest challenge facing youth counselling today. They need healthy nourishment for their imaginations, someone to show them "preferable future", some recognition and role, some ideology of hope, hence the need for counselling.

Schools normally can't help them because (i) school teachers are subject-oriented and tend to impose their own values and definitions on their students, which street youths can't accept; (ii) they are exam-oriented, and only reward clevarness, not effort, or caring, or sensitivity to others. They place more weight on competition than cooperation and so destroy instinctual feelings of group solidarity.

The counsellor, on the other hand is a caring person and by listening to the individualNs problems as he defines them himself, by accepting the youth as he is, by taking his side, offers, in the ant phrase, a second chance to rearrange the pieces. The counsellor may help the youth in various ways:

(i) The counsellor may organize a workable plan for street youth in crisis who is probably involved with drugs, deliquency and all the rest, a plan which tries to reconcile the demands of the youth himself, the family, and the government. This will require several different meetings between the various people concerned and scope for counselling.

(ii) The counsellor may also try to stop or prevent the crisis occuring by outreach counselling in the street itself. This may not be easy but it can be done. The counsellor may base his counselling technique on discretion, concentrating on the individual relationship and gradually gaining trust. This will require great professional skill on the counsellor.

(iii) The counsellor may organize for a few money-making ideas which youths could try. If they value hanging around in groups, let them earn money in a group. Group pressure can become group loyality and can channel interests into sociably accepted activities. On the other hand, if they treasure their liberty and independence, let them keep it. If they know the street and enjoy the constant change of scene, the counsellor if possible may arrange for a messenger service or other scheme. This approach leaves the youths essentially within their own environment.

(iv) Provide youths with activities within the neighbourhood or community development associations. Voluntary services to give the youth the opportunity to develop some positive relationship with those around him, and giving him an insight into the needs of others and this also encourage the youth to feel he/she is a very important segment of the community. This spirit is engendered by his participation in community self-help projects for example the construction of roads, bus-stop shelters and others.

With the few examples given above, counsellors, through their support can help youths or young boys as in the case of Dennis appreciate that you don't have to be good to do good but that there is hope for them and others.

Conclusion

XVII. This paper has described the use of case study or case method as a teaching device. Two examples, the Havard approach and the Wharton School approach to the use of the case Method as a teaching device have been briefly explained.

The major part of the paper has attempted to present the use of case method by counsellors and individual teachers involved in the provision of guidance and counselling services as well as in the teaching of guidance and counselling. Possible settings in which Cases could be used by counsellors, teachers and others have been explained along with possible objectives. These include: Brain-storming, Case discussion, Free group discussion, Problem-centred group therapy, Role play or Simulation and games. Procedures or steps for Case analysis have also been explained.

Twelve examples which include cases, case studies and Case Histories have been presented. The Cases depict various problems encountered by individuals in school, at work, and at home. All these Cases show that there is a great need for guidance and counselling. It is individual, it serves the group and therefore builds up healthier citizens. It means involvement of many professional profiles social workers, teachers, nurses, counsellors, administrators and so forth. Guidance and counselling needs exploration and observation. It is insight, it deals with ethics, it is deeper analysis. But it just needs to be there available for those who need counselling as illustrated in the Cases presented in this paper.

BIBLIOGRAPHY

Azango, Bertha Baker. Vocational Guidance for Liberian Schools: London Macmillan Co.Ltd.; 1968.

Craig, Robert L. and Bittel, Lester R. (Ed.)
Training and Development Handbook
McGraw Hill Book Company, New York 1967.

Glanz, Edward C. Groups in Guidance
Allyn and Bacon, Inc. Boston, 1962.

Marasha, M.,M.D., Mati, J.K.G, M.D.; and Mwaniki, M.K. Ph.D. (Ed.)
Surgical contraception in Sub-Saharan Africa:
Proceedings of a Conference:
University of Nairobi/The Pathfinder
Fund 1979. Printed by Pathfinder Fund in U.S.A.

Pigors, Paul. Case Method. In: Training and Development Handbook 2nd ed. (ed. Craig, R.L.), New York, McGraw Hill, 1976 Chapter 35.

Pigors, Paul and Pigors, Faith. Case Method in Human Relations: The incident process. New York, McGraw Hill 1961

Reynolds, John I. Management Development Series No.17. International Labour Office Geneva.